

Inspection date	04/12/2013
Previous inspection date	14/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are safeguarded well. This is because, by undertaking training, the childminder and her assistant have a secure understanding of their role and responsibility to protect the children. They use effective methods to minimise any potential hazards so children are able to play and learn safely while in their care.
- A good range of clearly written records are successfully maintained by the childminder which ensures all children's welfare, care and learning needs are met effectively and meet the requirements of the Early Years Foundation Stage framework.
- Good partnerships with parents results in children feeling secure and happy and have formed secure attachments with the childminder and assistant.
- The quality of teaching is good. The childminder effectively tracks children's progress and plans relevant activities to enhance children's all-round development. As a result, children are active learners.

It is not yet outstanding because

- There is scope to further enhance children's already good language skills during construction activities by asking more open-ended questions. This will help children build up their vocabulary to explain in more detail when describing colours and what they are making.
- The methods used to exchange information with teachers to further enhance activities and experiences to consolidate and complement children's learning are not maximised.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the childminder, assistant and interacted with children at appropriate times throughout the inspection within various rooms of the childminder's home.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents as previously discussed with the childminder and their written comments.
- The inspector sampled a selection of documentation, suitability of individuals, training and qualification documentation, attendance records, child's personal details, risk assessments, child development records, safeguarding policies and procedures and other required records.

Inspector

Judith Rayner

Full report

Information about the setting

The childminder was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her father, who regularly works as her assistant, and her adult sister in a house in the Sherwood area of Nottingham. The whole of the ground floor and the rear garden are used for childminding. The family have two dogs and cold water fish as pets.

The childminder attends a toddler group and visits the shops and park on a regular basis with children. The childminder and assistant take and collect children from the local schools and pre-schools. There are currently 12 children on roll, two of whom are in the early years age group and attend for a variety of sessions. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- maximise children's vocabulary skills by asking more open-ended questions, such as during construction activities when asking the children about what they are making and the colours they are using
- review the way information is exchanged with teachers and other early years settings to further enhance the range of activities and experiences offered to consolidate and complement children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development given their starting points because the childminder has a good understanding of child development and provides a good range of experiences and activities to enhance children's all-round development. The quality of teaching is good and she is a good role model for the assistant to also implement effective teaching skills. As a result, children are enthusiastic in their play and are active learners. Each child has their own development file which is filled with artwork and photographs. The childminder also uses tracking documents to record observations enabling her to make sharply focused assessments. These provide a clear direction in supporting children in their next steps of their learning. From this the childminder plans pertinent and relevant play for individual children. Activities and

experiences are shared with parents and offer support by sensitively suggesting activities that they can continue to support their child's learning at home. For example, the childminder encourages parents to find leaves and talk about the shapes, size and colour to help children enhance their understanding of the world and mathematical skills. The childminder helps children in their readiness for school. She provides activities, such as making marks with pens, finger painting and tracing letters as well as encouraging children to act out stories when they visit the park. This helps children in their literacy and communication skills as well as enhancing their confidence to participate in group activities for when they attend school.

Children show good levels of confidence and know what they want to play with. They actively seek out activities and initiate their own play. This is supported well by both childminder and assistant as they use effective teaching skills to enhance children's learning. Children want to have a go and excitedly delve in to the tub full of construction bricks. The childminder and assistant sit on the floor with the children engaging in conversation about what the children are building. Children use their small muscle skills as they connect bricks together. Younger children are sensitively supported as they hold up construction bricks and then attempt to link them with other bricks. The childminder and assistant praise children on their attempts which encourages children to keep trying and concentrate on the task at hand. They ask the children to name the colours of the bricks. However, they do not always exploit teaching opportunities by asking open-ended questions to encourage children to describe what they are doing and thus further enhance children's already good vocabulary skills. The childminder extends the activity by encouraging children to talk about the small world figures and what the characters do to help people, such as a fire fighter and lifeguard. Children engage and understand what these characters do to help them during an emergency situation. The childminder again extends the children's learning by linking to current events that the children are experiencing, such as a wedding in their family. The childminder refers to making a wedding castle out of the bricks to which children then start to engage in conversation about what they will be wearing and who is getting married. This helps children enhance their understanding of the world and personal, social and emotional development.

The imaginative and creative skills of children are developing well. They initiate a pirate game by dressing up in appropriate clothing. The assistant extends the activity by introducing a book about treasure and pirates which children happily look at pointing out where the hidden treasure is in the book. Furthermore, children show independence in self-selecting musical instruments from around the world. They explore the differing ways to create sound, banging, shaking and spinning the instruments. Children spend time outside every day whether walking to and from school or visiting the local shops and parks helping them develop their large muscle skills. Children explore with textures, such as painting and sticking and are offered good opportunities to freely express themselves in artwork. Finished artwork is collected by the childminder and presented in the child's file. These are shared with parents to help them understand how their children are developing and bring to life what the children do when cared for by the childminder.

Children make independent choices in their play because the childminder ensures that toys resources and activities are easily accessible, age appropriate, and safe and stimulating for each child in her care. Furthermore, the childminder uses appropriate equipment, such as travel cots which enable young children to sleep in comfort and have their sleep routines met effectively. Children are provided with a good range of activities and experiences to help them learn about keeping safe and healthy. The childminder is a good role model and teaches children to follow good hygiene procedures. For example, each child is provided with a separate hand towel to use, thus preventing the spread of infection. The childminder also displays pictures around the bathroom area reminding children of the benefits of hand washing to stop germs spreading. Furthermore, the childminder ensures the pet dogs are wormed, free from fleas and vaccinated and encourages children to wash their hands after they have touched the pets. She helps children learn to enjoy the benefits of exercise by taking the dogs on walks with them. The childminder ensures that children's health is further promoted by ensuring they are cared for in a non-smoking environment and does not permit smoking on the premises. Children learn about keeping safe because the childminder talks to the children about road safety pointing out the possible dangers of traffic when walking to and from school. Furthermore, children regularly participate in emergency evacuation procedures to help them learn what to do should they need to leave the house quickly and where to stand to keep safe while waiting for further help.

The childminder offers children varied meals from light snacks to more substantial meals, such as hot meals, in accordance with their individual dietary needs. For example, she provides freshly made chicken stew with fresh vegetables for lunch which is a healthy and well-balanced meal for children. The behaviour of children is good. They are happy and settled and enjoy the company of both the childminder and assistant. The childminder and assistant raise children's self-esteem well because they praise children on their achievements with positive words, such as 'well done' and 'good learning'. Secure emotional attachments are formed between the children and adults where children happily give and receive cuddles and engage in play. The childminder understands the importance of gathering useful information about the children before they start with her by talking to parents. This supports the childminder in providing relevant play and adhering to children's individual routines and needs while they settle with her and the assistant. The childminder also works sensitively with parents and teachers to ensure children have a seamless approach during their transitional periods, such as moving onto school. Children show good levels of independence as they self-select toys of their choice and go to the toilet by themselves.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded well. This is because the childminder and assistant have a good knowledge of safeguarding policies and implement robust procedures to follow should they have any concerns regarding a child in their care. Furthermore, the childminder has recently completing safeguarding training to ensure she keeps up to date with current

guidance and practice. She shares this information with the assistant to ensure consistent and robust practice is effectively implemented ensuring children's safety. Robust risk assessments are in place ensuring all areas where children play are safe and secure and that any potential hazards are minimised to children in the home, garden and when on outings. For example, safety gates around the home prevent children from accessing areas that may not be suitable and the childminder completes a visitor's book to monitor who is present in the home when minded children are in attendance. All adults working with the children are vetted and are suitable to do so. No children are left with anyone whose suitability has not been checked because the childminder and assistant supervise children closely in the home, garden and when on outings. A good range of written policies, procedures and records successfully underpin the running of the service that the childminder promotes while meeting all welfare requirements of the Statutory framework for the Early Years Foundation Stage. Following a recent investigation visit, Ofsted issued a welfare requirement notice to ensure children's daily hours of attendance are consistently recorded. The inspection found that children's attendance records detail each child's hours and days of attendance and are maintained effectively. Furthermore, records are held securely, easily accessible for inspection and provide a good level of information for the childminder to respond to children's immediate and changing needs and circumstances. The childminder is knowledgeable and confident in the procedures to follow should there be any changes to herself or other household members which may impact on their suitability and to protect children.

Children benefit well from the positive partnerships with parents and other professionals. A good range of clearly written policies and procedures is accessible for parents to look at as well as the childminder talking to the parents about the service she provides. Information is also displayed on the walls helping parents quickly identify relevant information, such as the certificate of registration and appropriate public liability insurance cover. Positive written comments from parents suggest the childminder works flexibly and respects parents' wishes in meeting children's overall needs. The childminder and assistant work well together offering a consistent approach for parents. The childminder understands the importance of working with teachers to complement and support children in their learning and during transitional times. She talks to the staff at the other early years setting that one child attends. However, there is scope to improve the way in which information is exchanged to maximise opportunities, for her to plan even more relevant activities and experiences to further complement children's learning while they are in her care.

The childminder has a positive attitude to professional development and has worked hard to effectively address previous actions and recommendations to ensure children benefit overall. For example, children's progress is successfully tracked from their starting points because of the robust ways in which the childminder observes and assesses children during their play. She plans pertinent play for individual children while building on their interests and incorporates parents' support in helping children to continue their learning at home. Furthermore, the childminder understands the importance of valuing parents suggestions by asking questions and using parental questionnaires about their ideas and suggestions to make improvements. Children are actively involved in improving the care and learning offered by the childminder and assistant. For example, older children have devised and created their own toy catalogue which also helps younger children in making

independent choices in their play if some toys are not readily available or accessible.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY318895
Local authority	Nottingham City
Inspection number	941253
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	14/05/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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